

# BOARD OF PUBLIC EDUCATION

## CHAPTER 57

### TEACHER CERTIFICATION

#### Sub-Chapter 1

10.57.110 AREA OF PERMISSIVE SPECIALIZED COMPETENCY (1) A holder of a Montana teaching certificate may apply for a statement of specialized competency to appear on the certificate. A certificate holder may qualify for a statement of competency by the completion of a minimum of 20 semester college credit hours or equivalency in a specific academic area as approved by the board of public education. (History: Sec. 20-4-102 MCA; IMP, Sec. 20-4-103 MCA; NEW, 1994 MAR p. 954, Eff. 4/15/94.)

#### EXCEPTIONAL CHILDREN K-12 GIFTED

The program shall prepare the prospective teacher to serve the educational needs of gifted students (high-ability/high-potential students) by providing;

- knowledge of the **characteristics** of gifted students and an understanding of how to utilize appropriate tests and other documentation to formally identify them;
- knowledge of the **curriculum needs** that result from the characteristics of individual gifted students and an understanding of how to apply the appropriate curriculum strategies to vary the depth, breadth and pace of the curriculum through acceleration, differentiation of the content process and/or product, or subject enrichment;
- knowledge of the unique **learning styles** of gifted learners and an understanding of how to apply that knowledge to modifying the learning environment and activities to match the style(s) of individual students;
- knowledge of how the characteristics of gifted children create different **social/emotional needs** that may impact the school and family and an understanding of how to apply appropriate strategies to minimize negative impacts upon their learning;
- knowledge that gifted students need the challenge of **participation with their mental peers**, and an understanding of how to meet that need by providing a variety of options in the learning environment;
- knowledge of how the school environment and characteristics of gifted students cause some high ability/high potential students to **achieve at levels far below their potentials** and an understanding of how to apply appropriate interventions; and
- knowledge of the nature of, and need for, team approaches and an understanding of how to effectively **collaborate with other teachers** and staff to provide the best possible school climate and total curriculum services for gifted students.